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ABSTRACT

Given are the locations, addresses, objectives, tasks, and some projects of Centers for Tertiary Education in West Germany. The German term for a center of this kind is "Hochschuldidaktisches Zentrum." In January 1975 there were 19 such centers in West Germany, mostly at newly-founded universities or at reform universities. (Author/KE)

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MACQUARIE UNIVERSITY
CENTRE FOR ADVANCEMENT OF TEACHING

No. 11

ADVISORY CENTRES FOR TERTIARY EDUCATION IN WEST GERMANY

by Ortrün Zuber

ADVISORY CENTRES FOR TERTIARY EDUCATION IN WEST GERMANY

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INTRODUCTION

The aim of this paper on Centres of Tertiary Education in West Germany is

- to contribute to Comparative Tertiary Education;

- to assist academics interested in problems of Tertiary learning and teaching, intending to spend study leave or part of it in Germany;

- to show how ideas, methods and projects from a foreign country can beneficially be applied in Australia.

When trying to find out whether and where there exist Advisory Centres for Tertiary Education in West Germany, I had the greatest difficulties. In Australia and Britain, even in Germany itself I was referred to various institutions[1] which are dealing with aspects of education on primary, secondary and/or tertiary levels, but which are in no way the equivalent of the following Centres of Tertiary Education in Australia:

- The Centre for the Advancement of Teaching at Macquarie University

- The Centre for the Study of Higher Education at the University of Melbourne

- Higher Education Research Unit at Monash University

- Tertiary Education Research Centre at the University of New South Wales

- Research Unit in University Education at the University of Western Australia

- The Advisory Centre for University Education at the University of Adelaide

- The Tertiary Education Institute at the University of Queensland

- The Centre for the Advancement of Learning and Teaching at Griffith University.

The German term for a centre of this kind is "HOCHSCHULDIDAKTISCHES ZENTRUM" (H.D.Z.)

In January, 1975 there were 19 such centres in West Germany, mostly at newly founded universities or at reform universities. A list of addresses is attached in Appendix 1.

Location of "Hochschuldidaktische Zentren"

- Advisory Centres for Tertiary Education - in West Germany, 1975

Association of Centres for Tertiary Education in West Germany

The association of persons interested in Tertiary Education in West Germany - comparable to the Higher Education Research and Development Society of Australia (H.E.R.D.S.A.) is called ARBEITSGEMEINSCHAFT FÜR HOCHSCHULDIDAKTIK (A.H.D.) in Hamburg.(2)

A.H.D. is approximately equivalent to H.E.R.D.S.A.
H.D.Z. is approximately equivalent to C.A.T. or T.E.R.C. or T.E.D.I. etc.

The A.H.D. has various functions:

1) They organize seminars, workshops and conferences.

2) They edit the most essential, national-wide publications on Tertiary Education and Research:

   a) A Newsletter called Informationen zur Hochschuldidaktik
   b) A series called Hochschuldidaktische Materialien
   c) Another series entitled Blickpunkt Hochschuldidaktik.

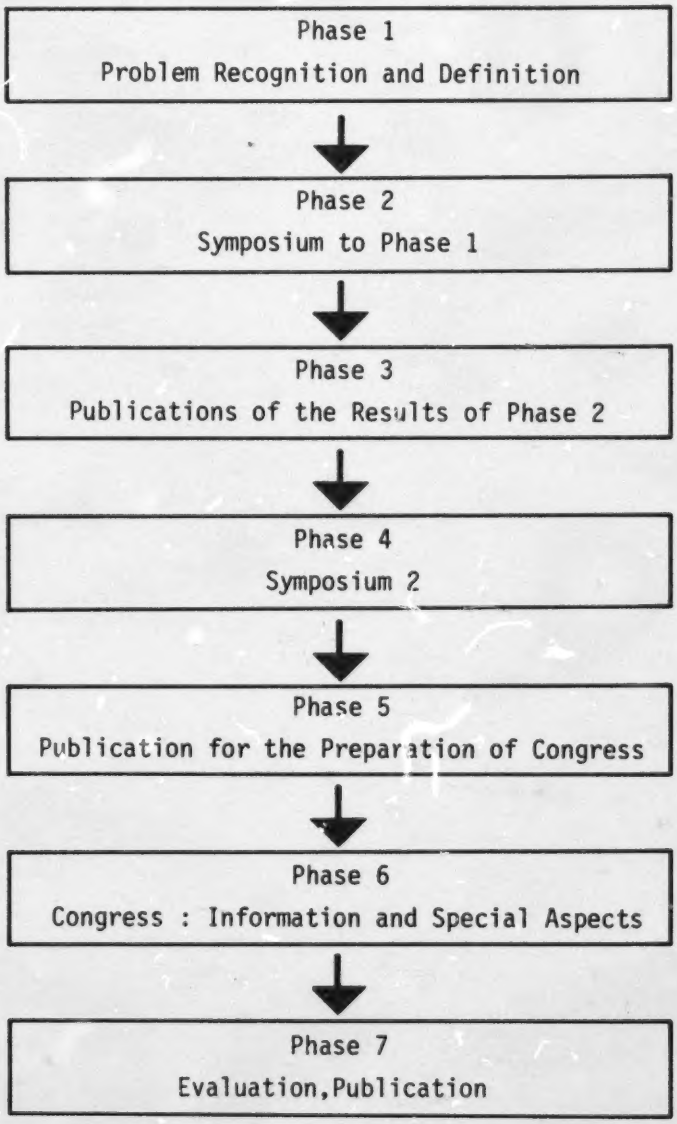
   In addition, the individual centres have their own publications, e.g. Augsburger Studien zur Hochschuldidaktik, to name one of them.

3) Another important task of the A.H.D. in Germany is to plan, prepare and conduct congresses by means of symposia and publication.

   I wish to dwell on this last point for a little longer, as it may be of interest to educationalists in Australia organizing conferences, and especially to members of H.E.R.D.S.A. to learn about the A.H.D.'s pre and post preparations

evolving over a period of approximately two years for a congress.(3)

The work in 7 stages can be simplified and demonstrated by the following diagram:



In Phase 1 of this schema the problems are raised and defined. At the same time material is collected to prepare a Symposium.

In Phase 2 the Symposium is evolved consisting of about 30 experts who investigate the various aspects of the theme under study.

In Phase 3 the results of the Symposium are published, together with an annotated bibliography of the various aspects.

Following this, in Phase 4, a Second Symposium is arranged in order to prepare the congress, to develop the formulation of the questions to be dealt with in the congress, and to determine the activities to be finalized before the congress.

In Phase 5 the actual preparation of the congress takes place: the publication of the results of the Second Symposium with the publication of further material essential for the preparation of the congress.

Phase 6, i.e. the actual fruition of the congress, is intended for a larger audience as well as for the investigation of specific aspects discussed in specialist study groups or workshops during the congress.

In Phase 7 finally the results of the congress are evaluated and published. In addition, the possibility is given for discussion to be continued in the various subject areas.

For all congresses on Tertiary Education the criteria

for choosing central themes should be the following:

- raising the interest of the greatest possible number of persons involved in Tertiary Education;

- contributing to academic preparation, motivation, assistance and criticism;

- stimulating the discussion and research of innovations in the field of Tertiary Education;

- raising present and future possible problems of learning and teaching and supporting innovative endeavours.

Looking at the themes which are on the agenda of the A.H.D. for 1974/5, one sees that the potentials for these aims are apparent.

Berufsforschung	Vocational Research (and Relevant Curriculum)
Leistungsnachweise	Assessment
Prüfungen und Evaluation	Examinations and Evaluation
Sozialisation in der Hochschule	Socialization in the University
Grenzen und Möglichkeiten der Vermittlung hochschuldidaktischer Erfahrungen im Handlungsbereich von Studenten	Limitations and Possibilities of the Dissemination of Experiences in Tertiary Education to Students.

All of these topics are also of vital importance in Australia at the present time, except perhaps for "Socialization in the University"[4] which could be replaced by more urgent needs, e.g. "Teaching Techniques at Tertiary Level".

As in Australia, the working methods differ considerably from centre to centre in Germany, because there is a lack of a homogeneous concept shared by all.

The Centre for Tertiary Education - Hochschuldidaktisches Zentrum - at the University of Augsburg

In January, 1975, I visited the Centre at Augsburg University, a young reform university approximately 50 kilometres north-west of Munich. This centre might serve as an example of at least one German centre concerned with tertiary teaching and learning problems.

I Augsburg University

First, let us have a look at the philosophy of the University as a whole.

a) The Objectives of the University of Augsburg which was opened on 16th October, 1970, are in essence:

"Neben dem Auftrag, die Bildungsreserven im bayerischen Schwaben besser zu erschließen und zur Entlastung der Universität München beizutragen, wurde der Universität Augsburg auch die Aufgabe zugewiesen, moderne Strukturen vor allem zur Erhöhung der Leistungsfähigkeit der Hochschule zu verwirklichen." (page 5).[5]

In addition to the task of exploiting the potential of higher education more efficiently in Bavarian Swabia and of helping to lower the student population at the University of Munich, the University of Augsburg was assigned the task of putting modern structures into practice, with the special aim of increasing the efficiency of the University.

"Nach der Verfassung der Universität ist die Lehre gemäß den Erkenntnissen der Hochschuldidaktik und soweit möglich und zweckmäßig den Grundsätzen der aktiven Lehrmethoden, vor allem nach dem Prinzip der Kleingruppen zu gestalten." (page 6).[5]

According to the constitution of the University, teaching should follow the findings of Applied Methodology in Tertiary Education, and as far as possible and practicable the principles of active teaching methods, especially the principle of small-group teaching.

The University of Augsburg is not divided into autonomous departments as was the case with the conventional university, but - as in many German reform universities today - the division takes place in Central Units and Schools.

b) The Central Units (Zentrale Betriebseinheiten) provide service to the whole university. These consist of:

Universitätsbibliothek	Library
Rechenzentrum	Computer Centre
Sportzentrum	Sports Centre
Hochschuldidaktisches Zentrum	Centre for the Advancement of Learning and Teaching
Zentrum für Studien - und Konfliktberatung	Centre for Counselling Services
Sprachenzentrum	Language Centre
Forschungszentrum	Research Centre
Kontaktstudium	Centre for Contact Studies(6)

c) The Schools at Augsburg University and other reform universities in West Germany are called "Fachbereiche" (Subject Areas) instead of the more traditional "Fakultäten". These "Fachbereiche" are similar in their objectives, methods, contents, their interdisciplinary approach, team work and job orientation to the Schools of Griffith University in Australia.

Both universities as yet have established only four Schools,

Griffith University:	The School of Humanities
	The School of Modern Asian Studies
	The School of Australian Environmental Studies
	The School of Science
Augsburg University:	
Philosophischer Fachbereich	School of Humanities
Wirtschafts - und Sozialwissenschaftlicher Fachbereich	School of Economics and Sociology
Juristischer Fachbereich	School of Law
Katholisch - Theologischer Fachbereich	School of Divinity

From this short outline of the philosophy and organization of Augsburg University with reference to those of Griffith University, it is understandable that both institutions founded a Centre for the Advancement of Learning and Teaching with a similar commission:

II Centre for Tertiary Education in Augsburg lists its duties in the yearly report of 1974:

"Überprüfung der Lehrziele und Lehrpläne	Examining the teaching objectives and curricula
Beobachtung des Lehrbetriebs	Observing teaching and learning in practice
Anregung zu dessen zeitgerechter Gestaltung	Stimulating the up-to-date structure and organization of learning and teaching
Erleichterung der Kontrolle des Ausbildungserfolgs	Facilitating the examination of the success of education
wissenschaftliche Analyse der Lehr- und Studienbedingungen sowie des Lehr- und Studienerfolgs	Scientifically analyzing the conditions as well as the degree of success of teaching and learning
systematische Erprobung neuer Lehrmethoden	Systematically experimenting with new teaching methods
Vermittlung von praxisrelevanten Erkenntnissen und Erfahrungen an die Hochschullehrer."(7)	Disseminating to lecturers knowledge and experiences relevant to practical usage.

C.A.L.T. at Griffith University was assigned:

"... to assist in the improvement of the quality of teaching and learning within the University. The Centre's primary role at this stage is to assist faculty staff in such matters as course preparation, though in time it is hoped the Centre will be able to give assistance to any students with learning problems."(8)

In practice, the Augsburger objectives and tasks are in actual fact applied by C.A.L.T. at Griffith University. Thus, it is interesting to note that in opposite parts of the world two universities independantly and of different cultural and historical backgrounds have come to the same conclusion after a long development of Tertiary Education.

III The Projects of the Centre

In a conversation with the Director of the Hochschuldidaktisches Zentrum in Augsburg, Dr. Bernd Gasch, it became clear that the Centre's concentration is intentionally and primarily based on work related to tangible teaching phenomena and on practical work with University lecturers, and not - as is the case with many other centres in West Germany - on political university problems and on the ideological superstructure (i.e. at present radical left wing).

Dr. Gasch mentioned centres where the ideological viewpoint is the basis for their revolutionary work in and for society (or the university), i.e. abolishing the establishment, changing the system. However, the Centre in Augsburg is mainly

concerned with practical problems of learning and teaching.

The topics of the projects arise from

- requirements of the Schools,

- initiatives in the HDZ.

The director decides on the priorities.

When defining topics and carrying out the projects, the Centre's tasks set out above are kept in mind. Each year, the Centre has to give a report to the "Kultusministerium" which is published.

Dr. Gasch explained to me the main projects completed or in progress. I should like to include them here for you

- to get a better idea of what is done by such a centre

- to compare their work with that of an Australian centre

- possibly to stimulate any interested reader to apply one or the other topic at an Australian university.

Completed Projects

Projects which have been completed and published comprise the following subjects: (for publication details see Appendix 2)

1) The Concept of Small-Group Teaching (students' opinions)

2) The Structure of "Scripts", i.e. Complete Lecture Notes

3) Examination of the Efficiency of Teaching Methods in the School of Economics and Sociology

4) Lecturers' Opinions on Topics in Tertiary Education

5) Methods of Planning Academic Conferences and Congresses

6) Psychology and Education (the application of psychological findings to teaching methods)

7) Examination of the Efficiency of Teaching Methods in the School of Law Part I

8) Examination of the Efficiency of Teaching Methods in the School of Law Part II

9) The Importance of "Scripts" in a General Methodological Concept

10) A TV Course - Experiences of an Author

11) Psychology in Education - a Symposium at the 29th Congress of the German Society of Psychologists, Salzburg, 1974.

12) Results of an Experiment in the Area of Practical Work in the School of Law (One-phase model)

13) Student-Teacher Relationships and their Effect in Determining the Success of the Learning/Teaching Process

14) Methods of Small-Group Teaching (First-year Students' Opinions, 1972)

15) Small-Group Teaching in 3 and 4 Phases

16) Trimester or Semester?

Projects in Progress

Some of these projects are further developments or variations of completed projects listed above.

Others deal with the following problems:

1) In the School of Law:

A one-phase teaching model designed for Law students to combine theoretical courses at the University with practical professional training in a solicitor's office simultaneously (instead of the under-graduate course at the University followed by the prescribed period of articles to a practising solicitor).

2) In the School of Economics and Sociology:

a) Study and Profession Orientation

The aim of this project is to derive approximate predictions of students' choices of Main Studies by means of indicators.

b) Professional Activities and Curriculum

New research techniques in Work Psychology have been applied to guarantee that curricula are actually related to professions from the very first phase while meeting the specific requirements of the university.

c) Phases in Macro Economics

Various forms of small-group teaching with sub-group divisions were examined in effect to achievement, satisfaction of students and lecturers, to the duration and course of discussion. The degree to which the size of the group influenced the effects of the model was also investigated.

d) Data Analysis Relevant to Studies

In this project lists of all test and examination results of individual students (from first to last semester) are stored and examined as to their dependance on the students' schooling and personal data.

3) Methodology Applied to Scientific Conferences and Congresses

Expectations, attitudes and experiences of delegates have been examined in order to propose suggestions for methodologically adequate fruition of scientific conferences and congresses.

4) Music Methodology - A Dialogue

General and theoretical principles of methodology research are being related to teaching music. The discussion of the problems will be published in the - somewhat unusual - form of a dialogue.

5) Applied Methodology of Language Teaching in the "Studium Generale"

A questionnaire was to find out the students' motives for learning a language in the additional "Studium Generale" as well as the students' reasons for not being interested in languages and from there to establish the methods of language teaching in the "Studium Generale".

6) Projects on Examinations

a) Students Preparations for and Behaviour during Examinations

This project will result in a practicable students' guide as to how to prepare for examinations and how

to behave during examinations. The guide will be designed in a partially programmed form.

b) Observation and Analysis of Student and Examiner Behaviour during Oral Examinations

7) Trial Active Methods of Teaching - especially the Concept of Small-Group Teaching

An Experimental plan was developed to include a comprehensive scientific investigation of the methodological principle of active teaching methods and of small-group teaching. This plan was sent to the School of Humanities and the School of Economics and Sociology for discussion.

IV Applications at an Australian University

Generally speaking, the aims of any comparative discipline are:

- to provide information concerning what is taking place in other parts of the country and of the world

- to avoid mistakes recurring and to learn from them

- to be stimulated by other persons' ideas which can be applied to one's own field in a similar or different way

In this specific case, the concept of small-group teaching was studied in theory and followed up in practice at the University of Augsburg and then applied at Griffith University in a modified form, to start with as an experiment, tried out by the School of Humanities in collaboration with C.A.L.T.

Instead of a formal lecture followed by a discussion Group, there will be a teaching unit of 90 minutes.

The study will consist of:

	Place	Time
1. Preparation Time (a) complete lecture notes (replacing the lecturer's performance) (b) necessary pre-reading	Home, Library	Students note the time they need for this point (for item 7)
2. Question Time and Demonstrations	Lecture Theatre	15 mins.
3. Sub-group work (independent from lecturer with topics for discussion provided)	in and around Lecture Theatre	20 mins.
4. Platform Discussion (between lecturer and representatives of sub-groups)	Lecture Theatre	15 mins.
5. Plenary Discussion (between all students with the lecturer as discussion leader)	Lecture Theatre	20 mins.
6. Self evaluation (by multiple-choice questions - correct answers on overhead transparency)	Lecture Theatre	15 mins.
7. CALT Questionnaire	Lecture Theatre	5 mins.

NOTE: Students should not come to the meeting unless they have carefully studied 1(a) & 1(b).

It would extend the limits of this monograph, if I were to report on the objectives, contents and methods of the teaching experiment in detail.

However, it is interescing to observe that ideas and projects from a foreign country can be beneficially applied in Australia.

CONCLUSION

The purpose of this monograph has been to inform interested persons about the location (p.3), addresses (p.25,26) objectives (p.9), tasks (p.12), and some of the projects (p.15-19) of Centres for Tertiary Education in West Germany.

From the selected paradigms given, educationists working in equivalent centres in Australia will have noticed that on the whole the aims as well as the practical work are rather similar.

For this reason, I think it is very important that Centres for Tertiary Education exchange information, experiences and research results on a national and international level, especially because the improvement of tertiary learning and teaching is as yet a young discipline which has evolved during the past decade in many parts of the world.

In this sense, I hope to have made a small contribution to Comparative Tertiary Education.

FOOTNOTES

(1) The State Departments of Education - "Kultusministerium"

The Departments of Education at the various universities - "Pädagogisches Seminar der Universität..." at a conventional university or "Fachbereich Erziehungswissenschaften" at a reform university.

The Teachers' Training Colleges for Primary and Secondary School Teachers - "Pädagogische Hochschule".

The Teachers' Training Institute for the Graduate Diploma in Secondary and Tertiary Teaching - "Studienseminar",

and others.

(2) Translated: Study Group of Tertiary Didactics. For address see Appendix 1. The HDZ Augsburg made this list available to us.

(3) The description of the seven phases is an adaption from the Association's constitution: "Ziele und Aufgaben der Arbeitsgemeinschaft für Hochschuldidaktik e.V."

(4) "Socialization in the University" will be a complex of themes to be dealt with at the International Congress in August or September, 1975, in conjunction with the European Association for Research and Development in Higher Education.

(5) Universität Augsburg, Personen-und Studienverzeichnis, Studienjahr 1974/75, p.5,6. My translation method is paraphrasing rather than metaphrasing.

(6) The Centre for Contact Studies provides opportunities for professionals to remain "in contact", i.e. up-to-date with the latest facts, methods and developments in the special fields which are relevant to their work.

So far the scope of a German university has been twofold: Teaching and Research. For the first time in the History of German universities, Augsburg University extended this scope in its constitution by the "Kontaktstudium".

(7) Hochschuldidaktisches Zentrum, Universität Augsburg, Jahresbericht 1974, p.2

(8) Griffith University, Student Handbook 1975, p.G9

APPENDIX 1

List of Centres for Tertiary Education in West Germany

Hochschuldidaktisches Zentrum der Universität Aachen,
51 AACHEN, Buchel 29-31

Hochschuldidaktisches Zentrum der Universität Augsburg,
89 AUGSBURG, Eichleitnerstr 30

Referentin für Hochschuldidaktik an der F.U. Berlin,
1 BERLIN 33, Habelschwerdter Allee 34 a

Institut für Hochschuldidaktik der TU Berlin,
1 BERLIN 12, Jebensstraße 1

Interdisziplinäres Zentrum für Hochschuldidaktik der
Gesamthochschule in Bielefeld,
48 BIELEFELD, Sudbrackstraße 18

Organisationsbereich Lehrerbildung der Universität Bremen,
28 BREMEN, Achterstraße

Koordinationsausschuß für die Errichtung der Gesamthochschule
Dortmund, 46 DORTMUND, Stockumer Str. 325

Didaktisches Zentrum der Universität Frankfurt,
6 FRANKFURT, Arbeitsstraße 5

InterdisziplinäresZentrum für Hochschuldidaktik der Universität
Hamburg, 2 HAMBURG, Sedanstraße 19

Hochschuldidaktisches Zentrum der Bundeswehrhochschule Hamburg,
2 HAMBURG

Arbeitsgruppe Didaktik der Medizin, Medizinische Hochschule
Hannover, 3 HANNOVER-KLEEFELD, Bissendorfer Str. 11

Organisations- und Forschungsgruppe für Hochschuldidaktik der
Universität Heidelberg, 69 HEIDELBERG, Grabengasse 18

Arbeitsgemeinschaft für Hochschuldidaktik der Universität Karlsruhe, 75 KARLSRUHE, Kaiserstraße 12

Arbeitsgruppe für Hochschuldidaktik der Universität Konstanz, 775 KONSTANZ, Postfach 733

Projektgruppe für Hochschuldidaktik der Universität Marburg, 355 MARBURG, Biegenstraße 10

Hochschuldidaktisches Zentrum der Bundeswehrhochschule München, 8 MÜNCHEN

Sonderbereich Hochschulbau, 7 STUTTGART 1, Ossietzkystraße 4

Zentrum der Hochschuldidaktik, Universität Tübingen, 74 TÜBINGEN, Holzmarkt 7

Didaktische Forschungs- und Organisationsstelle, 79 ULM, Parkstraße 14

APPENDIX 2

List of Completed Projects

(carried out by the HDZ Augsburg and published in their Jahresbericht 1974, p.7,8)

1. HORNIG, W.; ANDREAS, R.; HARTL, H.-J.:
Studentenbefragung zum Kleingruppenkonzept. Unipress 4/72.

2. NOWAK, J.:
Skriptenkonstruktion - Kriterien und Instrumente. Augsburger Studien zur Hochschuldidaktik Nr. 1, März 1973.

3. MEYER, Ursula; GASCH, B.:
Effizienzkontrolle einer Lehrveranstaltung für Studenten des Wirtschafts- und Sozialwissenschaftlichen Fachbereichs. Unveröffentlicht, April 1973.

4. MEYER, Ursula; GASCH, B.; HARTL, H.-J.; HORNIG, W.; NOWAK, J.:
Dozentenbefragung über Themen der Hochschuldidaktik. Augsburger Studien zur Hochschuldidaktik Nr. 2, August 1973.

5. GASCH, B.; GROVERMANN, W.:
Didaktik von wissenschaftlichen Tagungen und Kongressen - ein Vorversuch. Unveröffentlicht, Oktober 1973.

6. GASCH, B.:
Psychologie und Didaktik - grundsätzliche Anmerkungen über die Anwendung psychologischer Erkenntnisse auf die Didaktik. In: Blickpunkt Hochschuldidaktik, AHD Hamburg. (Im Druck).

7. MEYER, Ursula:
Effizienzkontrolle einer Lehrveranstaltung im Juristischen Fachbereich (1). Unveröffentlicht, Dezember 1973.

8. MEYER, Ursula:
Effizienzkontrolle einer Lehrveranstaltung im Juristischen Fachbereich (2). Unveröffentlicht, Dezember 1973.

9. GASCH, B.; FREYN, W.:
Der Stellenwert von Skripten in einem allgemeinen didaktischen Konzept der Hochschule. Informationen zur Hochschuldidaktik. Augsburger Studien zur Hochschuldidaktik Nr. 3, März 1974 und Informationen zur Hochschuldidaktik, AHD, Hamburg, Heft 9, Mai 1974, 171-178

10. GASCH, B.:
Ein Kurs im Medienverbund - Erfahrungen eines Autors In: Ingenieurpädagogik 74, Johannes Heyn, Klagenfurt 1975 (im Druck)

11. GASCH, B.: SCHICK, A.:
Psychologiedidaktik. Symposium im Rahmen des 29. Kongresses der Deutschen Gesellschaft für Psychologie in Salzburg 1974. Kongreßbericht (im Druck)

12. BRAUN, M.; GASCH, B.; MEYER, Ursula, SCHLOSSER, P.:
Das einphasige Modell der Juristenausbildung - Ergebnisse der ersten Praxisphase. Augsburger Studien zur Hochschuldidaktik Nr. 4, 1. Aufl. Oktober 1974, 2. Aufl. Jan. 75

13. FREYN, W.:
Lehrer-Schüler-Beziehungen und Unterrichtserfolg - Über Relationen von Lehrer und Schüler als Determinanten des Unterrichtserfolges. Dissertation an der Universität Erlangen, 1974

14. HORNIG, W.:
Zur Didaktik des Kleingruppenkonzepts. Wie beurteilen die Studenten des 1. Jahrgangs 1972 das Kleingruppenkonzept? Unipress Augsburg Nr. 2, 1974, S. 3 und 8-9

15. HORNIG, W.:
Drei- und vierphasiger Gruppenunterricht (1). (Fach: Psychologie) Augsburger Studien zur Hochschuldidaktik Nr. 5, Jan. 75 (im Druck)

16. GASCH, B.; MEYER, Ursula: Das Studienjahr mit Trimestereinteilung - ein empfehlenswertes Modell? Augsburger Studien zur Hochschuldidaktik Nr. 6, Febr. 75 (im Druck).